

Evidence Based Practice Training:

Social Skills Training

Adapted from Sam, A., & AFIRM Team. (2015). *Social Skills Training*. Chapel Hill, NC: National Professional Development Center on Autism Spectrum Disorder, FPG Child Development Center, University of North Carolina.
<https://afirm.fpg.unc.edu/social-skills-training>

What is CAPTAIN

The California Autism Professional Training And Information Network (CAPTAIN) is an interagency network developed to support the understanding and use of evidence based practices (EBPs) for individuals affected by Autism Spectrum Disorders (ASD) across the state of California.

What is CAPTAIN

Marin County SELPA in partnership with CAPTAIN, are members of the Statewide System of Support as the SELPA Content Lead for ASD.

This project is funded by the California Department of Education and the California Collaborative for Educational Excellence.



www.captain.ca.gov



Levels of Professional Development to Reach Implementation



This is a Workshop/Training and is designed to increase your KNOWLEDGE of the topic. Implementation supports to assist you with use of this EBP will be outlined following the TRAINING/WORKSHOP

Before We Begin...

- Please complete the Pre Training Assessment:

Trainer must enter their Regional specific link to Pre-Training Assessment

Learning Objectives

- Describe are EBPs
- What is Social Skills Training (SST)?
- Structure and Format
- Making Plans
- Getting Started
- Problem Solving- Data
- Resources





What are Evidence Based Practices?



NCAEP definition of an EBP:

“Focused intervention practices that have evidence of efficacy in promoting positive outcomes for learners with ASD.”

Steinbrenner, J. R., Hume, K., Odom, S. L., Morin, K. L., Nowell, S. W., Tomaszewski, B., Szendrey, S., McIntyre, N. S., Yücesoy-Özkan, S., & Savage, M. N. (2020). Evidence-based practices for children, youth, and young adults with Autism. The University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Institute, National Clearinghouse on Autism Evidence and Practice Review Team.

Name of EBP		Social Skills Training (SST)					
Definition of EBP		<p>Social Skills Training (SST) is group or individual instruction designed to teach learners ways to appropriately and successfully participate in their interactions with others. This may include relationships with peers, family, co-workers, community members, and romantic partners. Most instructional sessions include direct instruction of basic concepts, role-play or practice, and feedback to help learners acquire and practice communication, play, or social skills to promote positive interactions with others. SST techniques often include other EBPs such as reinforcement, modeling, prompting, cognitive strategy interventions, social narratives, scripting, and visual supports.</p> <ul style="list-style-type: none"> Manualized Interventions Meeting Criteria: PEERS® (Laugeson & Frankel, 2010). 					
Outcome Areas		Age Ranges					
		0-2 Toddlers	3-5 Preschoolers	6-11 Elementary School	12-14 Middle School	15-18 High School	19-22 Young Adults
	Communication	✓	✓	✓	✓	✓	
	Social	✓	✓	✓	✓	✓	✓
	Joint attention						
	Play	✓	✓	✓	✓	✓	
	Cognitive		✓	✓	✓		
	School readiness			✓	✓		
	Academic/ Pre-academic						
	Adaptive/ self-help			✓	✓	✓	
	Challenging/ Interfering behavior		✓	✓	✓	✓	
	Vocational						
	Motor						
	Mental health			✓	✓	✓	
	Self-determination			✓	✓		

(Steinbrenner, 2020)

Evidence (Age and Domains)

Overview of National Professional Development Center ASD 2014 Report on Evidence Based Practices (Tables 7-8)*
Full Report available at <http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/2014-EBP-Report.pdf>

Evidence Based Practice and Abbreviated Definition	Evidence by Developmental Domain and Age (years)																				
	Social			Comm.			Beh.			Joint Attn			Play			Cog.			School Ready		
	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22
Pivotal Response Training (PRT): Pivotal learning variables guide intervention implemented in settings that build on learner interests and initiative																					
Prompting (PP): Verbal, gestural, or physical assistance that supports skill acquisition																					
Reinforcement (R+): A response occurring after a behavior resulting in an increased likelihood of future recurrence of the behavior																					
Response Interruption/Redirection (RIR): Use of prompts or distracters during an interfering behavior that diverts attention and reduces the behavior																					
Scripting (SC): A verbal or written model of a skill or situation that is practiced before use in context																					
Self Management (SM): Instruction on discrimination between appropriate and inappropriate behaviors and accurate self-monitoring and rewarding of behaviors																					
Social Narratives (SN): Descriptions of social situations with examples of appropriate responding																					
Social Skills Training (SST): Direct instruction on social skills with rehearsal and feedback to increase positive peer interaction																					
Structured Play Group (SPG): Adult lead small group activities that include typically developing peers and use prompting to support performance																					
Task Analysis (TA): The process of breaking a skill into small steps that are systematically chained together																					
Technology-Aided Instruction and Intervention (TAII): Intervention using technology as a critical feature																					
Time Delay (TD): Delaying a prompt during a practice opportunity in order to fade the use of prompts																					
Video Modeling (VM): A video recording of a targeted skill that is viewed to assist in learning																					
Visual Support (VS): Visual display that supports independent skill use																					

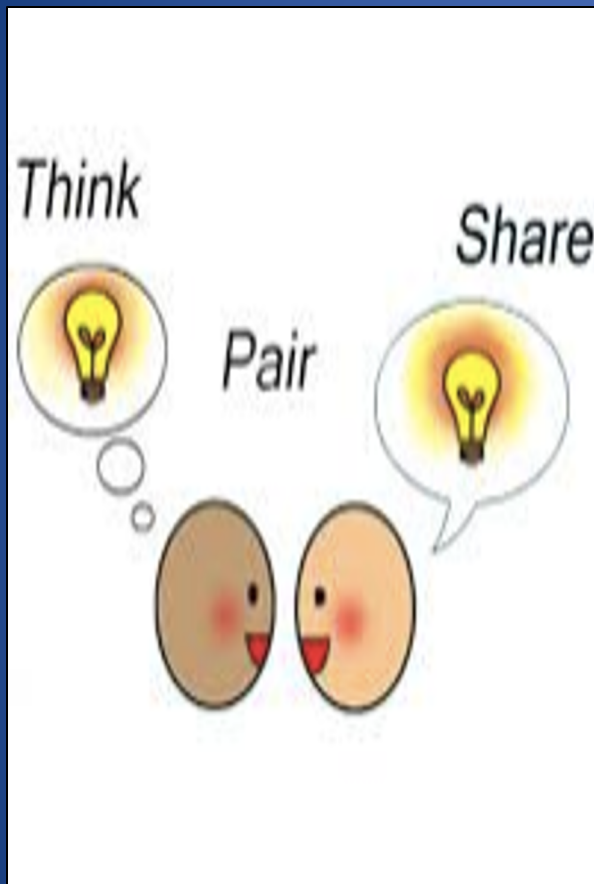
Examples



AFIRM

Autism Focused Intervention
Resources and Modules

Think - Pair - Share



- Think about at least one student that you work with that you believe would benefit from SST
- What is the student struggling with?
- What 1-2 goals would you consider addressing?
- Use SST Goals Handout as needed to determine your answer(s)

Instructional Strategies

SST includes Direct Instruction, Role Plays, Facilitated Practice with Feedback and often includes many of the following EBPs:

- Modeling
- Video Modeling
- Prompting
- Reinforcement
- Visual Cues
- Social Narratives
- Peer Mediated Instruction & Intervention (PMII)

How Does SST Help?

- Increases social competency
- Provides opportunity for skills to generalize outside of teaching session
 - This may include across settings, people, with peers and family members
- Provides a clear structure and systematic way to teach:
 - Skills needed to complete everyday activities
 - Skills needed to participate in various groups or activities

Who Can Participate?

- SST can be 1:1 or small group
- SST can be “like” needs or can have differing ability levels

Who Can Implement SST?

- Teachers
- Speech & Language Pathologists
- Parents
- Paraprofessionals
- Counselors
- Psychologists
- Others???

Where Can SST Be Used?

- School
- Home
- Clinics
- Classrooms
- Community
- Others???

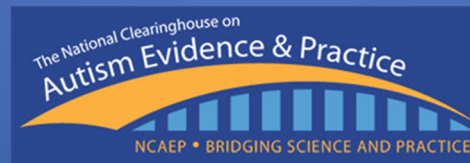
PEERS

Manualized Intervention Meeting Criteria for EBPs (MIMC)

“Interventions that clearly fit the EBP categorical definitions but had themselves enough evidence to be classified as an EBP.”

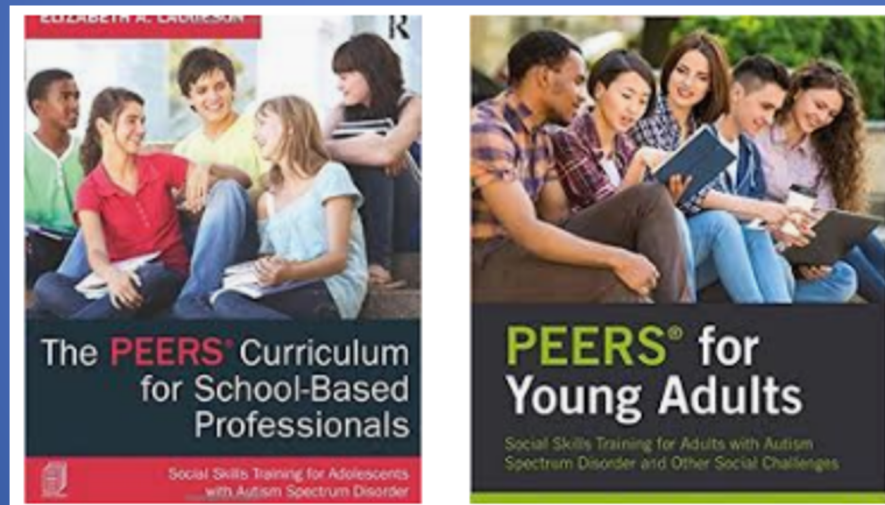
MIMCs are operationally defined as interventions that:

- a) are manualized,
- b) have unique features that create an intervention identity, and
- c) share common features with other practices grouped within the superordinate EBP classification.



PEERS is a MIMC

- PEERS is the only curriculum that has been validated with students with Autism



Practice with Feedback



A student has a reputation for becoming aggressive with other students out on the playground. Student with push others down when they are in his way, yell at them when he doesn't like the game they choose to play and takes play equipment away preventing others from playing games or being able to take a turn.

- What skill is the student struggling with?
- What goal(s) could be the focus of SST?
- How and where could SST take place and with who?

Example- Lunch Buddies

Student sits alone at lunch table and wonders the perimeter of the school during lunch. Student has a hard time answering questions asked by other students and doesn't initiate any conversations


Ex.1 – Peers of the student want to be a lunch buddy. The peers sit with the student, ask questions and attempt to get the student to participate in any games/activities they play.

Ex.2 – Peers of the student want to be a lunch buddy. SLP shares with the peers specific ways to get the students attention before asking questions. SLP also works 1:1 with student 2x a week on how to answer questions peers may ask and to understand the rules of various games peers are playing.

Steps to Assess and Implement

- You have the student(s) you want to use SST with
- Now to determine:
 - 1:1 instruction or group?
 - If group, who to include? others with same struggle or a mix?
 - Will you use peers to model and support instruction (PMII)?
 - Where pulling participants from?
- SST Planning Worksheet
- Use social skills assessment
- Large Skill with multiple components?
- Small Skill – Straight forward
- Sequence of teaching

Examples



Social Skills Training

---Event Recording Data Collection---

Learner's Name: Tori Date/Time: 1/12/19 4pm

Observer(s): JENNIFER

Target Behavior(s): Invite friend to do an activity

Autism Focused Intervention Resources & Modules

Event Recording:

Use event recording to monitor behaviors with low frequency.

Date	Target Behavior	Total
1/12	+	1
1/13	+	1
1/14	+ + +	3
1/15	+ + +	3
1/16	+ + + + +	5
1/17	+ + + + + +	6

Anecdotal Notes:


Date	Observer Initials	Target Skill/Behavior, Comments, and Plans for Next Steps
1/12	JR	Reminded to ask a friend, discussed who friend could be, shared what could say. Tori had a difficult time trying but did eventually.
1/13	JR	Same as day before.
1/14	JR	Same process as before but student now more willing to try.

For more information visit:
www.afirm.fpg.unc.edu

Social Skills Training

National Professional Development Center on ASD 2015

12 of 27



Social Skills Training

---Event Recording Data Collection---

Learner's Name: Mason Date/Time: 1/12/19 1pm

Observer(s): JENNIFER

Target Behavior(s): Asking others to stop when upset (annoyed) - instead of physical aggression

Autism Focused Intervention Resources & Modules

Event Recording:

Use event recording to monitor behaviors with low frequency.

Date	Target Behavior	Total
1/12	+	1
1/13	+	1
1/14	+ + +	3
1/15	+ +	2
1/16	+ + + +	4
1/17	+	1

Anecdotal Notes:

Date	Observer Initials	Target Skill/Behavior, Comments, and Plans for Next Steps
1/12	JR	Having a good day, only upset by others 1x + asked to stop
1/13	JR	Rough day, asked to stop 1 out of 5 instances
1/14	JR	Upset 6 times, asked to stop 3x w/prompts
1/15	JR	Good day, upset 2x + asked to stop 2x
1/16	JR	Rough day, upset 6x, asked to stop 4x w/prompts
1/17	JR	Rough day, upset 5x, asked 1x


For more information visit:
www.afirm.fpg.unc.edu

Social Skills Training

National Professional Development Center on ASD 2015

1

Examples



Social Skills Training

---SST Data Collection---

Group

Date/Time: _____

Observer(s): _____

For more information visit:
www.afirm.fpg.unc.edu

Group Target Skill:

Learner 1: _____

Learner 2: _____

Learner 3: _____

Target Skill: _____

Target Skill: _____

Target Skill: _____


Data Collection:

When using a group format for social skills training, it might be useful to collect data on multiple learners using one data form.

Target Skill:		Learners														
		Learner 1					Learner 2					Learner 3				
Attempts		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Summary Data: Unprompted	Day 1:															
	Day 2:															
	Day 3:															
	Day 4:															
	Day 5:															
Summary Data: Unprompted	Day 1	# unprompted	# unprompted					# unprompted								
		% unprompted	% unprompted					% unprompted								
	Day 2	# unprompted	# unprompted					# unprompted								
		% unprompted	% unprompted					% unprompted								
	Day 3	# unprompted	# unprompted					# unprompted								
		% unprompted	% unprompted					% unprompted								
	Day 4	# unprompted	# unprompted					# unprompted								
		% unprompted	% unprompted					% unprompted								
	Day 5	# unprompted	# unprompted					# unprompted								
		% unprompted	% unprompted					% unprompted								

Key: + = unprompted; P = picture prompt; V = verbal prompt; 0 = no response

Social Skills Training
National Professional Development Center on ASD
2015
1



Social Skills Training

---SST Data Collection---

Group

Date/Time: 1/16/19
3pm

Observer(s): Jennifer

For more information visit:
www.afirm.fpg.unc.edu

Group Target Skill:

Learner 1: Tori

Learner 2: Mason

Learner 3: Landon

Target Skill: Ask other for materials

Target Skill: Take turns

Target Skill: Answer question from peer

Data Collection:

When using a group format for social skills training, it might be useful to collect data on multiple learners using one data form.

Target Skill:		Learners														
		Learner 1					Learner 2					Learner 3				
Attempts		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Day 1:	<u>1/16</u>	V	V	+	+		P	P	V	+	+	V	V	V	+	
Day 2:	<u>1/17</u>	V	+	+	+		P	V	+	+		V	V	+	+	
Day 3:	<u>1/19</u>	V	+	+	+	+	P	+	+	+	+	V	+	V	+	+
Day 4:	<u>1/20</u>	+	+	+	+	+	P	+	+	+	+	V	V	+	+	+
Day 5:	<u>1/23</u>	V	+	+	+	+	P	V	+	+	+	V	+	V	+	+
Summary Data: Unprompted	Day 1	<u>2</u> # unprompted	<u>2</u> # unprompted					<u>1</u> # unprompted								
		<u>50</u> % unprompted	<u>40</u> % unprompted					<u>25</u> % unprompted								
	Day 2	<u>3</u> # unprompted	<u>2</u> # unprompted					<u>3</u> # unprompted								
		<u>75</u> % unprompted	<u>50</u> % unprompted					<u>60</u> % unprompted								
	Day 3	<u>4</u> # unprompted	<u>4</u> # unprompted					<u>3</u> # unprompted								
		<u>80</u> % unprompted	<u>80</u> % unprompted					<u>60</u> % unprompted								
	Day 4	<u>5</u> # unprompted	<u>4</u> # unprompted					<u>3</u> # unprompted								
		<u>100</u> % unprompted	<u>80</u> % unprompted					<u>60</u> % unprompted								
	Day 5	<u>4</u> # unprompted	<u>3</u> # unprompted					<u>3</u> # unprompted								
		<u>80</u> % unprompted	<u>60</u> % unprompted					<u>60</u> % unprompted								

Key: + = unprompted; P = picture prompt; V = verbal prompt; 0 = no response

Social Skills Training
National Professional Development Center on ASD
2015
1
13 of 27

Next Steps

- Look over the data collection sheets being presented
- Is the student making progress?
- Practice completing data sheets
 - Event recording
 - Group data

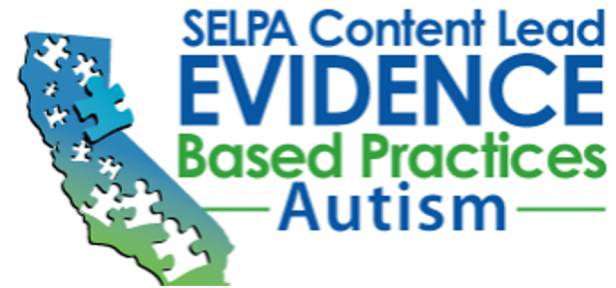
When a student is not making progress ask these questions:

- Is the target behavior clearly defined?
- Is it measurable and observable?
- Is enough time being spent on teaching & practicing?
- Is it being done with fidelity?
- Is there consistency with the format and instructional strategies being used?
- Is the reinforcer motivating?

Post Training

- Please complete the Post Training Assessment:

Trainer must enter their Regional specific link to Post-Training Assessment



CAPTAIN



@CAPTAIN_EBPS



CAPTAIN_EBPS



CAPTAIN

www.captain.ca.gov
captain@marinschools.org